

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NY1

School Type (Public Schools): ☒ ☒ ☐ ☐
(Check all that apply, if any) Charter Title 1 Magnet Choice

Name of Principal: Mr. S. Neal Currie

Official School Name: Albany Community Charter School

School Mailing Address: 65 Krank Street
 Albany, NY 12202-1150

County: Albany State School Code Number*: 010100860899

Telephone: (518) 433-1500 E-mail: ncurrie@albanycommunitycs.org

Fax: (518) 433-1501 Web site/URL: www.albanycommunitycs.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Neal Currie Superintendent e-mail: ncurrie@albanycommunitycs.org

District Name: Albany Community Charter District Phone: (518) 433-1500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Michael Strianse

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12NY1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NY1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
(per district designation): 0 Middle/Junior high schools
0 High schools
0 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 14322

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	37	37	74		7	0	0	0
1	26	48	74		8	0	0	0
2	38	35	73		9	0	0	0
3	37	34	71		10	0	0	0
4	27	37	64		11	0	0	0
5	17	37	54		12	0	0	0
Total in Applying School:								410

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
80 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	3
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2010	410
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%
 Total number of ELL students in the school: 4
 Number of non-English languages represented: 2
 Specify non-English languages:

Yoruba and Spanish

9. Percent of students eligible for free/reduced-priced meals: 93%

Total number of students who qualify: 376

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 3%

Total number of students served: 10

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>0</u>
Paraprofessionals	<u>20</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>2</u>
Total number	<u>53</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	93%	92%	92%	92%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

In recent years, the Albany City School District has struggled in its attempt to help all students succeed. Issues of persistent poverty and burgeoning youth violence have frustrated efforts by city and school leaders to ensure that students meet state standards and graduate on time. According to the most recent state assessment data, the Albany City School District is one of the lowest ranked school districts in the state in academic performance. In 2011, the Albany city elementary schools with the highest percent of low-income students had failure rates of over 75% on the New York State 4th grade English language arts exam. The persistently poor performance of the city's schools has produced the demand for new and improved schools.

Albany Community Charter School (ACCS) is a small structured kindergarten through grade five public charter school located in the south end of the city. Albany Community opened its doors in 2006 in response to the increased demand for a higher quality of school. In 2011-12, its sixth year of operation the school serves 407 students. ACCS is an urban school with a student population in which 93% of the students qualify for free and reduced lunch, and 96% of the students are Black or Latino. ACCS offers an extended school day, a longer school year, a research-based curriculum, two instructors per class and school uniforms. ACCS is modeled after the highly successful Community Day Public Charter School of Lawrence, Massachusetts and is driven by the following mission.

The mission of Albany Community Charter School is to provide a high quality educational experience for children in the Albany area by building a shared responsibility and commitment for student success. We believe all children can excel in a nurturing and supportive environment of high expectations, love and respect giving them the ability to determine their future success in school and life. Through a relentless focus on academic achievement and character development, we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens dedicated to the advancement of one's self, one's family and one's community.

Albany Community Charter School's students have been among the highest performing in city and state as measured by the New York State English Language Arts and Mathematics exams for three consecutive years. In each of the three years ACCS has been ranked as either the #1 or #2 highest performing public elementary school in the city in each subject in 3rd and 4th grade. The school has posted an average proficiency rate of 82% in English Language Arts and 96% in Mathematics despite having a free and reduced lunch population above 90%. In fact when comparing ACCS to demographically similar schools statewide, ACCS performance exceeds the predicted performance by an average of 36 and 37 percentage points in ELA and Math respectively. In 2011 ACCS was the highest performing school in the state with a poverty rate above 90%. Most impressively ACCS has outscored the local suburban school districts each year as well, essentially closing the academic achievement gap.

Albany Community Charter School's academic success starts with and is built upon on a uniquely strong school culture. Every aspect of the school culture is designed to support the overall vision and mission of pushing students toward excellence socially and academically. ACCS utilizes a team approach where all teachers take responsibility to meet the needs of all students. In every classrooms, teachers and staff employ common language, systems, procedures and routines resulting in a very safe, orderly, cohesive and disciplined environment where learning and scholarship can prosper. The tone for the day is set the moment students exit the bus and enter the building at 7:15 am. After each student receives a personal greeting and handshake from the Principal and Assistant principal, students enter the building quietly and under control. All staff members take part in ensuring a smooth and orderly start to the day. The careful attention to detail paid during routines is designed to communicate that every stakeholder must commit to achieving the highest standards for everything we do. ACCS is guided by the mantra.. "We are a school

of excellence!”.

The school institutes a variety of rituals to reward, recognize and celebrate individuals and groups of students for positive behavior and academic accomplishments including; weekly postings of exemplary academic work on the “wall of fame”; as well as monthly announcements and receptions recognizing students who demonstrate the schools core P.R.O.M.I.S.E. value of the month.

The hallmark ritual at ACCS is our weekly school wide award assembly called the “Star Assembly” which takes place every Friday. The Friday “STAR Assembly” is characterized with high energy, lots of team and school pride as students and staff sing school songs, do dances and recite pledges and chants which reinforce the schools mission and values of achieving excellence. The focus of the event is to celebrate and cheer for the “Stars of the Week”.

The success that ACCS has enjoyed has fostered a strong response from the community leading to an increase in the number of enrollment applications we receive each year. The increased interest has resulted in long waiting lists for admission. ACCS began as a kindergarten through 4th grade elementary school, however due to high parental satisfaction and demand; the Board of Trustees has decided to expand the grade offerings to include the middle school grades of 5 through 8 in order to accommodate the desire of the parents for their children to continue their education at ACCS. ACCS will add one grade each year until the school reaches full capacity with the 8th grade in 2015. Applicants are selected for enrollment through a random lottery process with preferences offered to siblings of currently enrolled students first, and students residing within the Albany City school district second. Applications must be received by April 1st of each year in order to be included in the lottery. Each year ACCS accepts approximately 75 students.

ACCS has achieved success over the past six years by effectively implementing a challenging and rigorous curriculum, cultivating a high level of parent engagement, providing individual academic support to struggling learners, recruiting and retaining very dedicated teachers and maintaining strong and stable leadership. These attributes have enabled ACCS to become one of the top performing schools in the state and a promising model for urban education in the city of Albany.

1. Assessment Results:

New York State Assessment results show the level of proficiency a student demonstrates in each of the subject areas tested. Students receive a score of level 1 through level 4. The goal is for 75% of students to score at or above level 3 (proficient) on the tests.

Definitions of Performance Levels for the Grades 3-8 English Language Arts Tests and Math Tests are as follows;

Level 1: Below Standard : Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard : Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard; Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard ; Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

At the beginning of each charter period each school develops an accountability plan that sets academic goals in the key subjects of English Language Arts and Mathematics as well as Science and Social Studies. Each accountability goal has specific outcome measures that define the level of performance necessary to meet those goals.

The goals for Albany Community Charter School include the following;

Measure 1: Each year, 75 percent of 3rd and 4th grade students who are enrolled in at least their second year will score at levels 3 & 4 on the New York State assessment.

Measure 2: Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

Measure 3: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State exam in grades 3 and 4 will be greater than that of students in the same tested grades in the Albany City School District.

Measure 4: Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Measure 5: Each year the percent of students performing at or above Level 3 on the State exam in the same tested grades will be greater than that of the following schools: Albany's Delaware Community, Phillip J. Schuyler Achievement Academy, Arbor Hill Elementary School and Giffen Memorial Elementary School. Comparison grades for all schools at the city school district will be grades 3 and 4

Measure 6: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous

year, the cohort is expected to show at least an increase in the current year.

B. Performance Trends

As stated in the summary of the application, Albany Community Charter School's students have been among the highest performing in city and state as measured by the New York State English Language Arts and Mathematics exams for each of the tested years. In each of the three years ACCS has been ranked as either the #1 or #2 highest performing public elementary school in the city in each subject in 3rd and 4th grade. The school has posted an average proficiency rate of 82% in English Language Arts and 96% in Mathematics despite having a free and reduced lunch population above 90%. In fact when comparing ACCS to demographically similar schools statewide, ACCS performance exceeds the predicted performance by an average of 36 and 37 percentage points in ELA and Math respectively. In 2011 ACCS was the highest performing school in the state with a poverty rate above 90%. Most impressively ACCS has outscored the local suburban school districts each year as well, essentially closing the academic achievement gap.

ACCS has met virtually all of its key accountability goals in English Language Arts and Mathematics over its tenure. The overwhelming majority of its students have performed at a proficient level and it has far outperformed demographically similar schools and the local school district in both subjects.

The NYS mathematics results reveal that Albany Community has a particularly strong mathematics program. In 3rd grade Mathematics ACCS students have an average proficiency rate of 94 %. with nearly 40 % of all 3rd graders scoring at the advanced level. In 4th grade the results are even better with nearly 99% of 4th graders demonstrating proficiency and 43% performing at the advanced level. Each year the school has performed better than its expected level of performance on the math exam and exceeded its Effect size to a large degree. To meet this comparative measure in our Accountability Plan, the analysis must show a meaningful Effect Size, defined as 0.3 or greater, a statistically meaningful difference. ACCS showed the following effect sizes 2008-09 (1.24); 2009-10 (2.72); 2010-11 (2.63).

In 3rd grade ELA ACCS has an average proficiency rate of 82%. In 4th grade the average proficiency rate is just 74% , one percentage point below our target accountability goal. However, ACCS students demonstrated considerable improvement in the second year of 4th grade testing and increased the proficiency level by 23 percentage points.

Despite the the lower proficiency ratings in ELA, the school still has performed better than its expected level of performance and exceeded its Effect size to large degree as well. ACCS showed the following effect sizes in ELA 2008-09 (2.08); 2009-10 (2.32) and in 2010-11 (2.74).

The 2009-10 scores were slightly down particularly in ELA. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.'

2. Using Assessment Results:

The educational philosophy of ACCS is grounded in the belief that ALL children can meet and exceed the most challenging standards and that good teaching and learning happens when clear, measurable

standards are set and their achievement is continuously monitored. In keeping with that philosophy, students at the Albany Community Charter School (ACCS) are frequently assessed to systematically monitor and evaluate academic growth and instructional effectiveness. Albany Community Charter School administers formal and informal assessments at every grade. Every 4 to 6 weeks, each teacher in grades 2-5 administers interval exams designed to assess how well students have mastered the New York State grade level learning standards taught in the classroom. These frequent assessments mirror the New York State exams in content, question structure, format and length of the exam. The tests are corrected the same day via the ScanTron system. Data meetings are held with grade level teams to analyze and discuss the results. Grade level teams review each student's progress, conduct item analysis to determine which questions were missed and why they were missed, as well as provide feedback on the instructional strategies employed by each teacher. Teachers decide collectively which skills need to be re-taught and begin to plan lessons. Students are organized in flexible inter-grade groupings where students are given instruction in the areas needing improvement. Students move in and out of the groups based on mastery of skills and standards. Assessment results are shared with students and individual and collective (class-wide) goals are set for the next assessment. In the case of written responses, students use rubrics to self-correct their own papers and those of their peers in order to enhance students' understanding of quality writing. Information from assessments is also used to inform the ACCS tutorial and remedial program. Students who participate in the afterschool tutoring program will receive extra support and practice in the standards or skills identified on the interval assessments also.

In addition to the Interval assessments ACCS also administers curriculum-based assessments. Grade level teams utilize the same data-driven analysis to determine re-teaching with regard to these exams as well.

Albany Community Charter School also administers the TerraNova examinations developed by CTB-McGraw Hill for English Language Arts and Mathematics in the Fall and the Spring of each year. This national standardized exam helps ACCS determine how well students are learning core academic subjects in comparison with national norms as well as evaluate the academic gains made by each student in an academic year. In addition, the results help the school to monitor its accountability goals for state reporting purposes.

Albany Community Charter School administers all required state examinations to measure student progress toward meeting state learning standards. Presently, these exams include 3rd- and 4th-grade English language arts and mathematics assessments and a 4th-grade science assessment. The timing of the administration of these exams is the same as dictated by the State Education Department for other public elementary schools.

3. Sharing Lessons Learned:

Albany Community is beginning to become a resource for local schools in the area. We have hosted numerous school visits and tours for other local charter school administrators and key personnel interested in improving their school culture. ACCS has also provided supervised administrative internships for individuals interested in becoming principals as well as for those interested in starting charter schools in the local area. ACCS administrators have also participated in staff development workshops, and given presentations for schools of Education at the University of Albany and The College of St. Rose, the NYS Charter School Association, and the Pasek Consulting group. The Pasek Consulting group recently hosted a round table panel discussion and conference for charter schools who utilize their services. The principal and the assistant principal participated in the panel discussion entitled "Keys to maintaining New York State Assessment Success". Personnel from charter schools from around the state were in the audience to gain insight on best practices. More and more requests for consultation are being solicited, and ACCS is preparing its staff to conduct in-service training for other schools.

Requests for visits have mostly come from other local charter schools who are members of the Brighter Choice Network of Schools. ACCS has also been asked to conduct a week-long summer institute on developing a strong school culture for a local start-up charter school due to open in the Fall of 2012.

4. Engaging Families and Communities:

At Albany Community Charter School parents and staff work together to create a community where learning and hard work are valued. We expect parents to be actively engaged in their child's school experience. The effort to engage parents begins the moment students enroll. All parents receive a thorough orientation to the school prior to school starting to ensure that families are clear about the expectations of the school. All parents are expected to sign the Parent/School Contract to signify their commitment to participate in their child's success .

All parents are encouraged to join the Parent Advisory Board. The Parent Advisory Board (PAB) meets monthly, giving parents an opportunity to plan programs which encourage parental involvement in the school. The PAB addresses a range of issues from academics and curriculum to fundraising. The PAB seeks to represent the concerns of parents of all children at the school, including special needs, at-risk, English Language Learners and high achievers. Elected PAB members assume responsibility for setting and implementing the PAB agenda, but all parents may vote. Meetings are open to all parents as well as to the general public and are held at 7 p.m. on the first Wednesday of each month. The Parent Advisory Board includes representation across grade levels and programs. The PAB is the official parent organization of the school. The group meets monthly to discuss school issues and plan activities for the school. The school principal gives monthly reports to the body regarding the state of the school. This includes reports on recent assessment data, enrollment and planning. In addition to the monthly report, the principal seeks the advisement of the group to improve the school, addresses parent concerns and receives feedback regarding school plans and current operations.

Albany Community has been extremely successful engaging parents to participate in the education of their children. ACCS employs a full-time parent coordinator whose role is to serve as a liaison for the parents. The motto of ACCS is "Where Parents are Partners and Children Succeed." The Parent Coordinator facilitates the parent run Parent Advisory Board and plans and promotes school and family events, fund raising activities and solicits and coordinates volunteers to assist in the daily functions of the school. Each spring ACCS conducts a parent survey to receive feedback on the performance of the administration, teachers and staff. The overall aspects of the school are rated in such areas as whether or not the parent would recommend the school to other parents, quality of the academic programs, high standards for student achievement, and availability and quality of special education services. The overall rating taken together has been a 4.9 on a five point scale. This is nearly a perfect score, and therefore we have achieved our goal of overwhelming satisfaction as well.

We believe that the reason that parents are so happy with ACCS stems directly from our mission statement: our belief that "all children can excel in a nurturing and supportive environment of high expectations, love and respect giving them the ability to determine their future success in school and life." We have worked hard to create a school culture that reflects this core belief and are gratified with the knowledge that our students and parents are reaping the rewards. The enthusiasm and positive attitude from our front office staff really sets the right tone for families, and we understand fully that the mark of a good school is not limited to test score success, but is much larger than that. Merely mentioning that your families are your partners is an empty slogan if not backed by your actions. Our families are embraced in the school culture, and the unmistakable feeling of community makes the name choice of our school so appropriate.

1. Curriculum:

The fundamental design and methodology behind the Albany Community Charter School's curriculum is based on our mission of setting high academic standards that result in every student meeting and exceeding New York State Learning Standards. Consistent with our mission, Albany Community Charter School has selected research-based curriculum materials that are aligned to the New York State standards and cover the content that New York expects children to know and additional content that fills in any gaps. Instruction is guided by teacher developed curriculum maps in each subject. Each summer teachers revise the curriculum maps at each grade level and adjust the maps to determine teaching time and sequencing of individual skills.

English Language Arts

English Language Arts instruction at Albany Community Charter School begins in kindergarten by fostering the development of children's language, literacy, interpersonal and self-help skills, while integrating science, and social studies concepts. The focus of the ELA program at this level is on developing strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension to create a solid foundation for reading as well as the fundamentals for writing. Students learn to produce and identify rhyming words, blend beginning sounds with ending sounds to form known words; track print during read alouds; identify the parts of a book as well as read high frequency sight words and finally read familiar kindergarten level texts.

In the upper grades the ELA curriculum includes explicit phonics instruction; phonemic awareness instruction; direct reading instruction; and guided reading strategies. Language arts components are integrated into reading and writing instruction, allowing students to learn mechanics and usage in context. The curriculum also includes systematic intervention strategies that give teachers the flexibility to differentiate instruction for varying student abilities, as well as assessment tools to ensure every student successfully learns to read.

The ELA block is designed to spend an hour in whole group learning. The teachers begin the block with a daily read-aloud to model fluency and promote listening comprehension. The read-aloud gives students the opportunity to understand what the character is like and make connections to real life. Guided practice follows the read-aloud to encourage students to analyze and make inferences regarding a character's traits, motivations and actions. In order to build a robust vocabulary and develop a deeper meaning the vocabulary is introduced prior to the story lesson. The teachers enhance vocabulary lessons by challenging students to become word detectives and instruct students to listen for vocabulary words in other places such as television shows, newspapers, or advertisements. During the lesson, students are introduced to different genres and various comprehension strategies, such as story maps, which break down story structure, keep track of characters, setting, and plot events.

ACCS students are also taught the fundamentals of writing by producing writing pieces throughout the year that correspond to monthly themes. Students complete assignments in various styles of writing including for example poems during poetry month, narratives during Black History month; persuasive essays for Earth day; letters and short stories as well as expository writing in journals daily.

Mathematics

Albany Community Charter School Math curriculum is designed to help build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning while carefully developing concepts within and across each of the mathematics strands. It focuses on effective learning processes and instructional strategies that are essential for success for a wide range of learners. These processes and

strategies include: Explicit Instruction – prior knowledge is activated and direct instruction takes place. Guided practice transitions to independent work. Concepts, skills, or strategies are applied, and assessment follows. Conceptual Understanding – Visual Representation and Modeling promote students' abilities to make generalizations: hands-on learning and step by step models link concrete experiences to abstract representations and promote students' abilities to make generalizations. The co-teaching model allows immediate re-teaching of skills for students who struggled during independent practice.

In addition to the curriculum, students in first through fourth grade are challenged with daily minute math activities to give exposure to new skills and reinforce skills taught. Also, Math enrichment activities are implemented each week at each grade level in the form of a math challenge competition.

Social Studies

ACCS social studies curriculum in the first grade begins with family and an awareness of the roles people play in society. This spirals into second grade studying communities around the world into fourth grade and the study of local government. The social studies curriculum at ACCS is enhanced through the use of the study of culturally relevant monthly themes and school wide projects that emphasize the importance of community and history. Students conduct independent research projects as well as writing assignments designed to deepen their understanding of their roles as community members and world citizens.

Science

Science curriculum at ACCS is designed to be exploratory and introduce students to foundational concepts in life science, physical science, earth and space science, and technology engineering. Students at ACCS learn from the perspective of the scientist – using inquiry and exploration to engage students and help them master important scientific facts. Students investigate science concepts through hands-on activities, reinforce scientific inquiry through reading support, and link the real world to the classroom. Each year students in all grades participate in a science fair to demonstrate their knowledge of the scientific method and science concepts and inquiry skills.

Physical Education and Health

Albany Community Charter School offers students' physical education based on the New York State curriculum to fulfill the state standards for physical education. Students learn the importance of physical fitness as an important aspect to a healthy life style. Students also learn the fundamental techniques and skills necessary to play a number of different sports as well as the importance of sportsmanship and teamwork. Students in upper grades complete a series of physical fitness test as well as interscholastic sports such as basketball and track and field.

The Arts

All ACCS students receive Music and Art instruction based on the New York State curriculum to fulfill the standards for the Arts. Instrumental music lessons are offered to students in 3rd, 4th grade and 5th grade. Each year ACCS holds a Spring Art show to showcase the Art work of its students in grades K-5.

2. Reading/English:

Success For All is the selected Kindergarten reading curriculum at Albany community Charter School. The students are engaged in age-appropriate literature as they make predictions, recall events and learn new, theme-related vocabulary. Learning Labs allow the children hands on experience in problem solving, exploring materials, experimenting, observing, and recording. Students interact together, enhancing their interpersonal and oral language skills. The program addresses all key areas according to

New York State standards, phonological and phonemic awareness, print awareness, alphabet recognition and phonics, fluency and comprehension strategies. KinderCorner has monthly themes and one key skill is the instructional focus for two-week duration. Teachers provide additional small group support within the classroom for students that have not mastered the skill introduced. After school tutorial is offered to give remediation three days a week. The literacy support specialist provides additional pull out and push in services on a weekly basis for a thirty-minute period.

The Harcourt reading curriculum was selected for first through fourth grade. Harcourt is a research based reading and language arts program. The foundation of the program is its high-quality children's literature and informational text. The Trophies series is utilized in the first grade and second through fourth use the Storytown series. Harcourt features an organized, direct approach to teach reading. The program emphasizes explicit systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. Skills are introduced, reviewed, tested and if necessary retaught. The four steps in explicit, systematic instruction are direct instruction, modeling, guided practice and application. Reading is a priority at Albany Community Charter School. Teachers include small and whole group reading instruction, independent seatwork, independent reading and writing in response to reading. Through modeling teachers, help students learn how to apply word recognition strategies to real reading. Teachers use higher-level questions and techniques such as 100%, no opt out and cold calling to check for understanding and assess for mastery.

The co-teaching model allows flexibility to form small groups within the classroom to provide immediate support after whole group lessons. Both teachers meet weekly to discuss the effectiveness of small group remedial instruction and differentiate instruction to close the gaps. Early intervention and collaboration with the literacy support specialist teachers discuss and implement strategies that are specific to the student.

Children spend time reading independently and participate in school wide reading competitions. The hallways are rich with book reports and book summaries. Classes compete to see who can read the most books and a grand prize celebration is planned each June to reward those who have read the most books. The fourth grade students are reading buddies to the kindergarten students. The students pair up each Friday for buddy reading. The fourth grade students strengthen reading fluency and comprehension while modeling a love for reading to the kindergartners.

3. Mathematics:

A foundational part of The Albany Community Charter School mission is that all children will excel. A strong math foundation begins in the kindergarten using Success for All Math and supplementing with first grade Saxon Math from January until June. The addition of first grade Saxon math provides additional support with a more rigorous instruction. Students are prepared for first grade with the skills necessary to understand the concepts of addition and subtraction. Small enrichment groups begin in January and meet with kindergarten teachers weekly for thirty minutes. The co-teaching model allows small group instruction support to reteach and differentiate lessons each day. This model also gives flexibility to implement differentiated instruction lessons that teachers have discussed in weekly grade level meetings after review of student item analysis data. The after school tutorial teacher will provide additional support for the same skill. The math support specialist provides small group pull out and push in services to students in all grades that are performing below grade level. Grades first through fourth use the Harcourt Math New York Edition curriculum to ensure the New York standards are the basis in teaching. In addition to the curriculum, students in first through fourth grade are challenged with daily minute math activities to give exposure to new skills and reinforce skills taught. Grades three and four meet three mornings a week beginning in spring for a multiplication rap challenge. The math specialist oversees Homework Club four days a week for thirty minutes. The club can ensure the math skills addressed the previous day in class, and given for homework for additional support are attempted by the students identified as needing support. The math specialist can provide immediate strategies and include mini lessons for support. Small after school tutorial groups for kindergarten through fourth grade students, meet three days a week, for forty-five minutes from October until May. Each week of tutorial

will focus on one skill and reinforce prior concepts. Four weeks of additional small group, support is offered in July for kindergarten to fourth grade students. Math enrichment is provided with weekly grade level multiplication challenge activities implemented by the math support specialist. School wide math challenge problems are presented at the weekly student community celebration STAR assembly. The school wide positive incentive recognition of distributing STAR BUCKS gives each student hands on experience of math and how it applies to community economics.

4. Additional Curriculum Area:

The culture and mission of Albany Community Charter School embodies a strong emphasis on community. Each class is represented by a team name and teachers and each student is a contributing member. Students research the history of the name and create shields, quilts and grade appropriate symbols to display. The students take pride by sharing knowledge of history and importance of community. Grade levels bond with a common goal of displaying the school PROMISE values and having a positive influence in the larger school community. The Harcourt Social Studies curriculum correlation and sequence of skills in the first grade begins with family and an awareness of the roles people play in society. This spirals into second grade studying communities around the world into fourth grade and the study of local government. Beginning with professional development in August, various committees of teachers plan school wide monthly events to enhance and enrich the social studies curriculum with reading and writing activities, math connections, technology and art support. One example, the first grade curriculum focuses on different community cultures and civilizations. Committees of teachers have implemented a school wide Festival of Nations event that involves an in-depth grade level appropriate research study of a specific country. Expanding the focus in the subsequent grades includes research in the library, technology and in art class. Activities are prepared at committee meetings and grade level leader meetings to ensure there is school community involvement with a commitment to enhance the curriculum at each grade level. Culminating activities include a school wide assembly with grade level presentations and evening presentation including a community potluck.

The Harcourt social studies curriculum for the third grade focuses on communities around the world, and the studying of economic decision making in world communities. An example of connecting the school mission of community is seen in such projects as in the Heifer project that provides the students with first hand experience to see how their efforts can directly affect a family and a village. The students research the cost to purchase various livestock animals that will in turn help feed and enhance the quality of life for a family and in turn a village in another community in the world. The students make estimations of a reasonable monetary goal, make logical decisions on how to fundraise and set timelines for the project. The children plan a fundraiser incorporating additional interdisciplinary areas such as math, writing, and science. The students purchase livestock that provides support to a family and village. The students make real life connections of self to others in the world.

The fourth grade social studies focus on local government and are enhanced with a mentoring program connecting fourth grade students with assembly members. The students take field trips to the capital and have one to one and small group discussions to deepen their understanding of everyday activities that lead to major decision making. The students experienced mock assembly sessions to bring to a real life experience to the curriculum. The mentoring program with the assembly members allows students to connect the importance of education, community involvement, and good citizenship.

The school wide participation in the March of Dimes project is another example of the outreach of community service with the students and outside organizations. The teachers and students become a visible presence in the community participating in the community walk and actively fundraising. The literacy and math support teachers in addition to the ESL teacher differentiate their instruction to incorporate the additional cultural lessons so all students are receiving a well-rounded understanding.

5. Instructional Methods:

All classrooms at ACCS have two instructors, a lead teacher and a (teaching assistant) referred to as a cooperating teacher. The average class size is 23 students making the student to adult ratio 1 to 12. Teaching teams receive professional development in co-teaching methods during the summer professional development. The co-teaching model is designed to target support to the individual and small groups of students. The cooperating teacher either circulates the room during whole class instruction to provide individual support to students needing assistance or pulls identified students into small groups for instruction.

ACCS has developed a clearly delineated system for identifying and providing services for students at risk of academic failure that addresses the range of students' needs. Students at risk of academic failure are identified based on an array of assessment data. All incoming kindergarten students are screened using the DIAL 3 assessment administered prior to the school year beginning. The information is used to place students in classes and to immediately offer support services for students in need. Students are progress monitored bi-weekly with assessments provided by the Success For All (SFA) reading program to determine mastery of skills and concepts taught. The data gathered from these assessments are used by the teachers to group students and determine what skills need to be re-taught.

In addition, Albany Community uses *AIMSweb*, a web based benchmark assessment and progress monitoring system for reading and mathematics based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

Students are assessed three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability. At-risk students are strategically monitored monthly to evaluate the effectiveness of instructional interventions. The program allows us to write individualized annual goals and monitor more frequently for those who need intensive instructional services.

The literacy and math specialists along with the special education coordinator and the ESL teacher form the nucleus of the school's Instructional support team. The literacy and math specialist provide remedial instruction for students who perform below benchmark in and outside of the classrooms during scheduled periods with classroom teachers during the school day. They also meet with classroom teachers during weekly grade level meetings to share assessment data continuously gathered and to suggest strategies for meeting the needs of the identified students in the regular classrooms.

ACCS implements a three-tiered Response to Intervention (RTI) model. In order to implement the first stage, in-class differentiation of instruction, teachers recommend students to IST. The Instructional Support Team works directly with the teachers to provide suggestions for instructional strategies and materials to aid students at risk of failure. If students at-risk did not improve in the regular classroom, they are moved to the second level and are assigned to the specialists for more intensive instruction and support. Students' progress is monitored and assessed every two weeks. The third level if necessary is a referral to the district's Committee on Special Education (CSE) for special education services. This process is monitored by the school's instructional support team (IST) which provides forms to document each case.

6. Professional Development:

ACCS conducts two weeks of intensive full day pre-service training, as well as several full teacher-only days for professional development and planning and roughly one half day session each month. The goals of the pre-service training are to develop and reinforce the Albany Community mission and professional values and to ensure that the staff efforts and methods are aligned and coordinated Albany Community also brings in top quality presenters to conduct targeted workshops on needed topics related to instruction, curriculum and classroom management.

The majority of professional development takes place at the school. Professional Development is primarily delivered in the following forms peer observation, co-planning with other teachers, direct coaching, observation and feedback, internal assessment analysis conversations, weekly grade-level meetings and dialogue, and video tape analysis. ACCS has used the Taxonomy of Effective Teaching Practices as a primer for all new staff members.

Although, Albany Community's preference is for site based internal professional development, ACCS also offers professional development opportunities off site in the form of conferences, school visits, and special meetings or forums. Teachers provide turn-key training for other staff members. Teachers are also encouraged to seek out excellent external professional development opportunities, and to further their education during the summer months. ACCS offers each teacher the opportunity to attend at least one half or full-day professional development experience during the school year. Some examples of turn-key presentations that teachers have conducted for staff include,

7. School Leadership:

The principal and the assistant principal form the basis for a strong instructional and organizational leadership team. The principal is focused on the organizational, cultural and behavioral aspects of the school and ensures that there is a climate conducive to learning. The assistant principal provides daily instructional supervision and support to the teachers. She works directly with teachers on each grade level to ensure that teachers pace to meet learning objectives, she also and oversees the assessment program. The Director of Finance and Operations is the third member of the administrative team and oversees the Human resources, budget and maintenance of the facility. Principal meets with the other members of the administrative team daily to discuss policies, programs, resource allocations and personnel concerns.

The principal's leadership philosophy starts with the premise that all aspects of the school community must be working in harmony to support the mission and vision of the school. Heavy emphasis is placed on finding individual teachers and staff members who are mission aligned and belief in our goals and our vision. A lot of time is spent discussing and planning the systems, routines, language to be used and the expectations of staff members and students to ensure that we are very intentional about what we do and why we do it.

In order to ensure ACCS maintains its high expectations and cohesive school culture, the school principal and Assistant principal are highly visible throughout the day in classrooms, the hallway, cafeteria and present at arrival and dismissal. It is extremely important that we are not only accessible to teachers, students and parents but also observant of all aspects of the school. In order to accomplish this the principal completes a daily 3-minute walk through in each class to quickly assess that expectations and standards of Albany Community Charter School are maintained. The observation areas include student orientation, curriculum, instruction, systems and routines, learning environment along with suggestions for improvement. The walk throughs are designed to take multiple snapshots of instruction, student behavior and efficiency throughout the school year. The principals looks for patterns to determine areas of improvement for individual staff members as well the school in general.

The principal and assistant principal meet bi-weekly with grade level leaders to discuss upcoming events, concerns and plans. Grade level leader meeting are an efficient means to disseminate information to all teachers without holding a whole staff meeting. Grade level concerns are discussed and addressed in a timely manner. This is an opportunity to express concerns about student behavior and academics to ensure the school is living up to the mission that all students can excel.

The principal is the master of ceremony each Friday at the school wide assembly that recognizes students for positive behavior and outstanding academics. Students are celebrated for their accomplishments for the week and receive STAR bucks as a reward. The STAR bucks are used to purchase items at the school store and provide an additional opportunity to build positive self-esteem, take pride in being a good

school citizen and in turn reinforce math skills. The assembly ensures that policies and procedures are being followed and implemented by teachers. In addition to student recognition, teams are acknowledged for holding students to the required expectations, such as the class completing homework on a regular basis, walking in the hallways correctly, and wearing the proper uniform daily. Team points are given daily and calculated at the end of the week. The winning team is announced at the STAR assembly.

The assistant principal checks each bulletin board monthly and leaves a star of recognition to acknowledge standards are present, a rubric is displayed, and there is visible evidence that the teacher has corrected the assignment. Lesson plans are reviewed every two weeks by the assistant principal. Pacing of lessons and instruction are closely monitored at each grade level to provide a high quality and rigorous education for all students. Cross-curricular activities are collaboratively planned with the art and technology teachers to ensure in-depth learning.

The assistant principal is responsible for the input of data into the scantron system. Data is returned quickly and available for grade level meetings to discuss differentiate and or remediation of lessons. Discussions on small group implementation in the classroom and additional support from the literacy or math specialist are a direct result from student data item analysis. The discussions transcend into the afterschool tutorial program to further assist students that require additional support.

The principal and assistant principal oversee the various committees that plan for the school wide monthly activities. Some of the activities are as follows: Hispanic Heritage month, Festival of Nations, Martin Luther King Jr., Black History Month, Women's Month, Poetry Month, and the grand prize reading celebration. The monthly activities are academic based and enhance the existing curriculum.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Math

Edition/Publication Year: 2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar		
SCHOOL SCORES					
Proficient and Advanced	91	90	100		
Advanced	22	50	47		
Number of students tested	64	62	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	92	90	100		
Advanced					
Number of students tested	62	58	30		
2. African American Students					
Proficient and Advanced	91	89	100		
Advanced					
Number of students tested	57	54	27		
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	5	1	1		
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	2		
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
New York State test students in grades 3-8. 2008-09 is the first year that Albany Community had students in those grades.					

12NY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS ELA EXAM

Edition/Publication Year: 2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan		
SCHOOL SCORES					
Proficient and Advanced	78	73	94		
Advanced	2	21	3		
Number of students tested	64	62	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	77	71	93		
Advanced					
Number of students tested	62	58	30		
2. African American Students					
Proficient and Advanced	77	70	93		
Advanced					
Number of students tested	64	54	27		
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	5	5	1		
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	3	2		
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
The New York State Assessment program test students in grades 3-8. 2008-09 was the first class of 3rd grade students at the school.					

12NY1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Math

Edition/Publication Year: 2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May			
SCHOOL SCORES					
Proficient and Advanced	100	97			
Advanced	48	38			
Number of students tested	62	29			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	96			
Advanced					
Number of students tested	57	28			
2. African American Students					
Proficient and Advanced	100	100			
Advanced					
Number of students tested	53	25			
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	5	1			
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	2			
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
Albany Community did not have students in grade 4 prior to the 09-10 school year.					

12NY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS ELA EXAM

Edition/Publication Year: 2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr			
SCHOOL SCORES					
Proficient and Advanced	85	62			
Advanced	3	14			
Number of students tested	62	29			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	85	61			
Advanced					
Number of students tested	59	28			
2. African American Students					
Proficient and Advanced	84	64			
Advanced					
Number of students tested	57	25			
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	1			
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	2			
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
Albany Community Charter School did not have students in grade 4 before the 09-10 school year.					

12NY1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar		
SCHOOL SCORES					
Proficient and Advanced	95	92	100	0	0
Advanced	34	46	47	0	0
Number of students tested	126	91	32	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	95	91	100	0	0
Advanced	0	0	0	0	0
Number of students tested	119	86	30	0	0
2. African American Students					
Proficient and Advanced	95	92	100	0	0
Advanced	0	0	0	0	0
Number of students tested	110	79	27	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	90			0	0
Advanced	0			0	0
Number of students tested	10	2	1	0	0
4. Special Education Students					
Proficient and Advanced				0	0
Advanced				0	0
Number of students tested	5	4	2	0	0
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
New York State test students in grades 3-8. 2008-09 is the first year that Albany Community had students in those grades.					

12NY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan		
SCHOOL SCORES					
Proficient and Advanced	81	69	94	0	0
Advanced	2	18	3	0	0
Number of students tested	126	91	32	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	80	67	93	0	0
Advanced	0	0	0	0	0
Number of students tested	121	86	30	0	0
2. African American Students					
Proficient and Advanced	80	68	93	0	0
Advanced	0	0	0	0	0
Number of students tested	121	79	27	0	0
3. Hispanic or Latino Students					
Proficient and Advanced				0	0
Advanced				0	0
Number of students tested	8	6	1	0	0
4. Special Education Students					
Proficient and Advanced				0	0
Advanced				0	0
Number of students tested	5	5	2	0	0
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
The New York State Assessment program test students in grades 3-8. 2008-09 was the first class of 3rd grade students at the school.					

12NY1